- Audiovisual materials for both education (curriculum-related) and entertainment for residents with little disposable income for renting or purchasing videos, CDs and DVDs.

ESL and basic literacy materials that may be of interest to some Spanish-speaking residents will be displayed in a prominent area of the non-fiction.

English Language Collection
The large English language collection supports the formal education of students (schools aim to have students work in English as much as possible) with a wide array of topics and for each topic a range of reading levels to match skills of student English Language Learners and adults with limited English proficiency. Because there is such a rage of reading levels, the collections should not be as distinct as they might usually be, so that patrons can use any of the collections without any stigmas attached.

In addition, this collection serves to supplement the collections of three smaller branches nearby and is expected to have a depth and breadth the smaller branches cannot accommodate. The Community Branches, strategically located throughout the City, will provide immediate local access to larger collections.

Periodicals
The periodicals in both English and Spanish and for all ages will be primarily a recreational collection. Most periodicals needed for research are now accessible electronically.

Large Children's Collection
The children's collection is exceptionally large for a number of reasons. One is because the library serves as the school library for the ACORN Woodland and EnCompass Academy elementary schools with which it shares a campus. Another reason is the high percentage of children and youth in the community. A third reason is the need identified during the CLNA for reading enrichment and reading incentive programs to help children succeed in school and develop a lifelong love of reading. A large picture book collection in both English and Spanish will support emerging literacy and family literacy

Teen Recreational Materials
The teen collection as housed in the Teen Area will include only the newest and most exciting recreational materials—books, paperbacks, magazines, CDs—to entice teens into the library and to rekindle an interest in reading. Materials to support their academic lives will be in the children's and adult collections. **The counts on the collection distribution pages reflect only this recreational material.** Display and environment will be important for these collections.

A large children's collection will be extremely important

Adult Collections

The adult collection will include segments identified as important during the CLNA, including "how to" books, life skills books, materials in a range of reading levels to meet the needs of adults with diverse educational backgrounds, large print books and audiocassette books for seniors and those with vision impairment, parenting materials (housed with the children's collections), and audiovisual materials that circulate well at neighboring branches. Materials to help those searching for jobs or developing job skills will also be emphasized.

Collection Development

There will be an opening day collection secured through a vendor for the 81st Avenue Library. Working with the school staff, the library will create a collection profile indicating the kind of collection to be assembled. It will be very much more detailed than that below. The vendor will create lists of titles that fit the profile, from which the library and school staff can select titles and quantities.

As a pilot program, the majority of the ongoing selection of materials will be done centrally by the library's acquisitions staff, based upon the profile. This efficiency may be expanded to other branches if successful.

Part of the responsibility of the Library Coordinating Committee overseeing the joint venture project between the District and the City (Library) will be to keep evaluating the collection need and profile.

PROPOSED COLLECTION DISTRIBUTION

	Volumes	% of Collection
ADULT		
BOOKS		
New Books		
Face Out Display	24	0.04%
New Books	226	0.35%
Fiction & Genres	5000	7.69%
Paperbacks	1600	2.46%
Non-Fiction (includes Black History)		
Literacy	250	0.38%
ESL	350	0.54%
General	12,000	18.46%
Spanish Language	*5150*	*7.92%*
Reference		
Ready Reference	50	0.08%
Reference	200	0.31%
Large Print	200	0.31%
Subtotal-Books	25050	38.54%
AUDIOVISUAL		
CD's	500	0.77%
DVD's	500	0.77%
Videos	300	0.46%
Audio Books	300	0.46%
Subtotal Adult AV	1600	2.46%
TOTAL ADULT	**26650**	41.00%
YOUNG ADULT		
BOOKS		
Paperbacks	1500	2.31%
Fiction/Non-Fiction	750	1.15%
Graphic Novels	200	0.31%
Comics	250	0.38%
AUDIOVISUAL		
CDs	300	0.46%
TOTAL TEENS	**3000**	4.62%

SPACE NEEDS

	Volumes	% of Collection
CHILDREN'S		
BOOKS		
Preschool		
Picture Books		
English	6000	9.23%
Spanish/ Bilingual	*2600*	*4.00%*
Easy Readers	2476	3.81%
Juvenile		
English		
New Books-Face Out Display	24	0.04%
Fiction	5300	8.15%
Paperbacks	2500	3.85%
Non-Fiction	11000	16.92%
Parent Collection	150	0.23%
Reference	150	0.23%
Spanish / Bilingual		
Fiction	*500*	*0.77%*
Non-Fiction	*2500*	*3.85%*
Parent Collection	*200*	*0.31%*
Reference	*150*	*0.23%*
Subtotal-books	33550	51.62%
AUDIOVISUAL		
CDs	350	0.54%
DVDs	400	0.62%
Videos	400	0.62%
Audio books	250	0.38%
Media Kits	400	0.62%
Subtotal-AV	1800	2.77%
TOTAL CHILDREN'S	**35350**	54.38%
TOTAL-BOOKS AND AV	**65000**	100.00%
PERIODICALS		
Newspapers	5	
Magazines		
Adult		
English	50	
Spanish	10	
Teen	30	
Children's		
English	5	
Spanish	5	

A summary of the proposed collections, *Allocation of the Library's Collections*, is below and on the following pages. It includes the projected collection categories, the percentage of each expected to be in circulation at any one time, the number of volumes needing shelving and the volumes per linear foot of shelving. The shelving figures used result in shelves that are approximately 75% full. The *Shelving the Library's Collections* chart on the following pages displays the type of shelving used for each collection category, the number of shelving units needed, the amount of space needed for each shelving unit and the total square feet needed to accommodate the collection.

Allocation of the Library's Book Collection

<u>CATEGORY</u>

Subcategory Volume Type	Percent of Collection	Projected Total	Percent in Circulation	Projected Volumes on Shelf	Volumes/ Linear
Adult/Young Adult	<u>45.62%</u>	<u>29,650</u>	<u>23.04%</u>	<u>22,820</u>	<u>12.18</u>
Audio Book Cassette					
Audio Book Cassette	0.46%	300	30.00%	210	10
Audio Compact Disc (CD)					
Audio Compact Disc (CD)	0.77%	500	50.00%	250	25
Browsing					
New Books	0.35%	226	50.00%	113	8
New Books (Face Out)	0.04%	24	0.00%	24	1
DVD					
DVD	0.77%	500	40.00%	300	25
Fiction					
Fiction	7.69%	5,000	20.00%	4,000	8
International Languages					
Spanish Language	7.92%	5,150	45.00%	2,833	8
Large Print					
Large Print	0.31%	200	5.00%	190	8
Literacy					
Literacy	0.92%	600	20.00%	480	24
Non-Fiction					
Non-Fiction	18.46%	12,000	15.00%	10,200	8
Paperbacks					
Paperbacks	2.54%	1,650	0.00%	1,650	16
Reference					
Reference	0.31%	200	0.00%	200	8
Video Cassette					
Video Cassette	0.46%	300	40.00%	180	10
Young Adult					
Teen Audio Compact Disc (CD)	0.46%	300	0.00%	300	10
Young Adult	1.85%	1,200	30.00%	840	12
Young Adult Paperbacks	2.31%	1,500	30.00%	1,050	16

Allocation of the Library's Book Collection

CATEGORY

Subcategory Volume Type	Percent of Collection	Projected Total	Percent in Circulation	Projected Volumes on Shelf	Volumes/ Linear
Children/Juvenile	**54.38%**	**35,350**	**28.87%**	**25,145**	**16.13**
Audio Cassette					
Juvenile Audio Book Cassette	0.38%	250	25.00%	188	10
Audio Compact Disc (CD)					
Audio Compact Disc (CD)	0.54%	350	35.00%	227	25
Children's Easy Readers					
Children's Easy Readers	3.81%	2,476	30.00%	1,733	20
Children's New Books					
New Books (Face Out)	0.04%	24	0.00%	24	1
Children's Paperbacks					
Children's Paperbacks	3.85%	2,500	25.00%	1,875	16
Children's Picture Books					
Children's Picture Books	9.23%	6,000	50.00%	3,000	20
Children's Spanish Language Picture Books	4.00%	2,600	40.00%	1,560	33
Children's Reference					
Children's Reference	0.46%	300	0.00%	300	8
Children's Spanish Language					
Children's Spanish Language	4.62%	3,000	0.00%	3,000	20
DVD					
DVD	0.54%	350	40.00%	210	25
Juvenile Fiction					
Juvenile Fiction	8.15%	5,300	25.00%	3,975	13
Juvenile Non-Fiction					
Juvenile Non-Fiction	17.23%	11,200	25.00%	8,400	13
Media Kits					
Media Kit (Audio Cassette W/ Book)	0.46%	300	40.00%	180	12
Parent/Teacher Books					
Parent/Teacher Books	0.54%	350	25.00%	263	8
Video Cassette					
Video Cassette	0.54%	350	40.00%	210	10
Totals:	**100.00%**	**65,000**	**26.21%**	**47,965**	**14.0**

Allocation of the Library's Periodical Collection

CATEGORY

Subcategory Volume Type	Percent of Collection	Projected Total	Percent in Circulation	Projected Volumes on Shelf	Volumes/ Linear
Adult/Young Adult	90.48%	95	0.00%	95	1
Current Magazines					
Current Magazines	57.14%	60	0.00%	60	1
Current Newspapers					
Current Newspapers	4.76%	5	0.00%	5	1
Young Adult Current					
Young Adult Current Magazines	28.57%	30	0.00%	30	1
Children/Juvenile	9.52%	10	0.00%	10	1
Children's Current Magazines					
Children's Current Magazines	9.52%	10	0.00%	10	1
Totals:	100.00%	105	0.00%	105	1

Shelving the Library's Collections

TYPE

CATEGORY Volume Type Shelving Type	Projected Volumes on Shelf	Volumes/ Linear	SHELVING UNIT QTY	SqFt/	TOTAL SqFt
Book					
ADULT/YOUNG ADULT	**22,820**	**12.1**	**--**	**--**	**1,574**
Audio Book Cassette					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	210	10	1	20	20
Audio Compact Disc (CD)					
CD-ROM Rotor Tower SF 66" Shelving Unit	250	25	1	12	12
DVD					
DVD Rotor Tower SF 66" Shelving Unit	300	25	1	12	12
Fiction					
42" Aisle DF 90"H Steel Shelving W/ 14 Shelves	4,000	8	12	20	240
Large Print					
42" Aisle DF 66"H Steel Shelving W/ 8 Shelves	190	8	1	20	20
Literacy					
36" Aisle SF 66"H Steel Shelving W/ 5 Shelves	480	24	2	12	24
New Books					
42" Aisle DF 66"H Steel Shelving W/ 8 Shelves	113	8	1	20	20
New Books (Face Out)					
36" Aisle SF 66"H Steel Shelving W/ 5 Shelves	24	1	2	12	24
Non-Fiction					
42" Aisle DF 90"H Steel Shelving W/ 12 Shelves	10,200	8	36	20	720
Paperbacks					
Paperback Rotor Tower DF 66" Shelving Unit	1,650	16	3	18	54
Reference					
36" Aisle SF 45"H Steel Shelving W/ 3 Shelves	200	6	4	12	48
Spanish Language					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	2,833	8	12	20	240
Teen Audio Compact Disc (CD)					
Audio CD Rotor Tower SF 66" Shelving Unit	300	10	2	12	24
Video Cassette					
Video Cassette DF 66" Shelving Unit W/10 Divider Shelvs	180	10	1	20	20
Young Adult					
42" Aisle DF 66"H Steel Shelving W/ 8 Shelves	840	12	3	20	60
Young Adult Paperbacks					
Paperback Rotor Tower DF 66" Shelving Unit	1,050	16	2	18	36

TYPE
CATEGORY
Volume Type
Shelving Type

	Projected Volumes on Shelf	Volumes/ Linear	SHELVING UNIT QTY	SqFt/	TOTAL SqFt
Book					
CHILDREN/JUVENILE	25,145	16.1	--	--	1,530
Audio Compact Disc (CD)					
CD ROM Rotor Tower SF 66" Shelving Unit	227	25	1	12	12
Children's Easy Readers					
42" Aisle DF 45"H Steel Shelving W/ 4 Shelves	1,733	20	8	20	160
Children's Paperbacks					
Paperback Rotor Tower SF 66" Shelving Unit	1,875	16	7	12	84
Children's Picture Books					
36" Aisle DF 45"H Steel Shelving W/ 6 Shelves	3,000	20	9	18	162
Children's Reference					
42" Aisle DF 66"H Steel Shelving W/ 8 Shelves	300	8	2	20	40
Children's Spanish Language					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	3,000	20	5	20	100
Children's Spanish Language Picture Books					
36" Aisle SF 45"H Steel Shelving W/ 3 Shelves	1,560	33	6	12	72
DVD					
DVD Rotor Tower SF 66" Shelving Unit	210	25	1	12	12
Juvenile Audio Book Cassette					
36" Aisle SF 66"H Steel Shelving W/ 4 Shelves	188	10	2	12	24
Juvenile Fiction					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	3,975	13	11	20	220
Juvenile Non-Fiction					
42" Aisle DF 66"H Steel Shelving W/ 8 Shelves	8,400	13	27	20	540
Media Kit (Audio Cassette W/ Book)					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	180	12	1	20	20
New Books (Face Out)					
36" Aisle SF 66"H Steel Shelving W/ 4 Shelves	24	1	2	12	24
Parent/Teacher Books					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	263	8	2	20	40
Video Cassette					
Video Cassette DF 66" Shelving Unit W/10 Divider Shelvs	210	10	1	20	20
Totals for Book:	47,965	14.09	--	--	3,104
Periodical					
ADULT/YOUNG ADULT	95	1	--	--	152
Current Magazines					
36" Aisle SF 66"H Magazine Display Shelving W/ 3 Shelvs	60	1	7	12	84
Current Newspapers					
36" Aisle SF 66"H Newspaper Display Shelving W/ 3 Shelv	5	1	1	12	12
Young Adult Current Magazines					
44" Aisle SF 66"H Magazine Display Shelving W/3 Shelves	30	1	4	14	56
CHILDREN/JUVENILE	10	1	--	--	24
Children's Current Magazines					
36" Aisle SF 45"H Magazine Display Shelving W/ 2 Shelvs	10	1	2	12	24
Totals for Periodical:	105	1	--	--	176

B.   Readers' Seats

The draft Master Plan establishes a range of 90-110 readers' seats for Community Branches of 15,000-20,000 square feet. This library will be on the upper end of the range to accommodate the large number of children expected to use the library after school.

The diversity of the community impacts seating. There are two seating needs that will have to be reconciled in the new facility. There are community members, many of whom are recent immigrants, who want to use the library as families and want as little separation as possible between the collections and seating of the various age groups. There are others who prefer the more traditional model of age segregation. While fully supporting library services for children and teens, they also want a somewhat isolated quiet place for adults to read. The library will need to provide both family seating and quiet seating for adults that is acoustically isolated.

Based upon community input, the new library will provide a variety of seating distributed throughout the library. There will be comfortable lounge seating for casual reading, table and carrel seating for study, a quiet "living room" for adults who need refuge from the bustling activity of the library, group study rooms for the use of small groups who want to study together or just have a quiet conversation, whimsical seating in the Children's Area and teen-friendly seating in the Teen Area.

There will be a total of 105 reader seats.

Several other "special purpose areas" provide additional specialized seating. These include the preschool storytelling area that will also be used by families for reading together; carpeted steps in the Teen Area for non-traditional meeting/ instruction/lounging; the Café with its refreshments and lounge and table seating; the two group study rooms that can also be used for literacy tutoring and by those with disabilities using adaptive equipment; the Children's Multi-Purpose Room that is used for media viewing and homework assistance but also provides seating at other times; and the Teachers' Resource Room.

The *Marketplace* of the library is the area along the main path of travel in which popular materials are housed — periodicals, audiovisual materials, and new books. In the Marketplace of the library there is informal seating. In the periodicals area there will be both lounge chairs for recreational reading and tables for spreading out newspapers. The periodicals collection is primarily recreational.

The *Quiet Reading Area* needs both lounge chairs and tables for quiet study. With a variety of spaces available for both children and youth, this will be primarily for adults.

In both the *Adult and Children's Areas* of the library there should be general table seating, typically seating four. The Children's Area will also have benches that can be used for preschool storytelling or by parents reading with their children. In the Children's Area seating will be on two scales. The seating near the preschool area will be for toddlers. In the juvenile section, tables and chairs will be larger, more suitable for older elementary students.

The *Teen Area* should provide a variety of seating, all of it designed to entice teen users, including high tables and lounge seats. A special purpose space will include carpeted steps for lounging, meetings and for presentations to groups. The adjacency between teens and children's spaces, generally avoided in libraries, is useful in this community in which older children often supervise younger siblings.
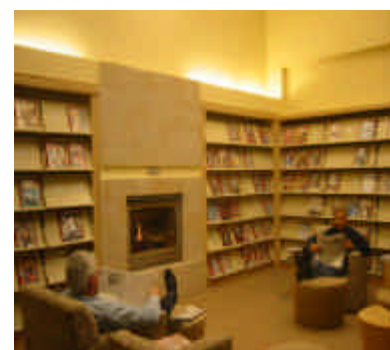
Example of a quiet reading area

Example of a Teen area

PROPOSED READER SEATS					
Library Space	Seats at Tables	Lounge Seats	Carrels	Other	Total Seats
Marketplace-Periodicals	2 1-person 2	4			6
Marketplace-Popular Materials		2			2
Children's Area	6 4-person 24				24
Parent Area		4			4
Teen Area	4 3-person 12	4	3	4 at counter	23
Adult Quiet Reading Area	5 4-person 20	6	4		30
Adult Fiction		4			4
Adult Non-Fiction	3 4-person 12				12
Multi-Purpose Room					*
Teachers' Resource Room					*
Teen Step Seats					*
Cafe					*
Group Study					*
TOTAL	70	24	7	4	105

*Included in Special Purpose Spaces

The space allocation for seats at tables, counters or carrels is included in the space allocation for the table, counter or carrel. It includes both the footprint of the furniture and space around it for circulation. The space allocation for freestanding chairs likewise includes the footprint of the chair and circulation space. Allocations for seating in the 81st Avenue Branch is shown below.

READERS' SEATS AND CONVERSION FACTORS	
Readers' Seat	Conversion Factor Square Feet
Children's Table/ Teen's Table	85
Teen Study Carrel	30
Teen Table	85
Quiet Reading Table/ Adult Table	100
Adult Lounge Chair	35
Periodicals One-Person Table	35
Teen Lounge Chair	35
Teen Counters	1 @ 50, 2 @ 30
Adult Study Carrel	40

READERS' SEATS—SF BY SPACE	
Library Space	Assignable Square Feet for Seating
Children's Area	510
Teen Area	680
Quiet Reading Area	870
Adult Non-Fiction	300
Adult Fiction	140
Marketplace-Periodicals	280
Marketplace-Popular Mat.	70
TOTAL	2,780

C.   Technology

Public access to computers and computer training is a critical component of this library. Residents of this service area have modest incomes and many will not have home computers to develop or practice computer skills that are important in today's job and academic environment. Computers were the number one request of respondents to the library user survey, in the city as a whole as well as in this community.

Public Access Computers
Computers will be provided in the adult, children's and teen areas, as well as in the Café. Public access computers will be networked and multi-functional, providing access to the library's on-line catalog, the subscription databases, business applications software and the Internet. Patrons will be able to reserve time on computers through an online reservation system. Staff will be able to designate computers for particular functions as needed. Computers in the Computer Lab will default to filtered Internet access during school hours, when used by classes.

Express terminals near the Cafe will provide for quick use by patrons checking the catalog. For patron convenience, three "dumb" terminals will be installed on shelving end panels in areas of the collection that are remote from other

computers.

Each bank of computers will have a printer and print manager on a counter for independent use. Patrons will be able to use printer debit cards provided at the library. The cards will interface with the print management equipment so that the first 5 pages of printed material are free, per OPL policy.

The standard recommended by the draft Master Plan for computers in a Community Branch is 50-60. This library will be on the upper end of this range because of the great need in this economically depressed area. The library will bridge a digital divide caused by poverty.

Internet and computer access are heavily needed in this community

Training
Another major need identified during the CLNA was computer training. Students need to be taught computer skills as part of their classroom studies. For this purpose a Computer Lab is provided with enough computers for a full class to come for instruction by their teacher.

Seniors and other adults want computer training also. Since the Computer Lab is scaled for children, a second training space is the classroom on the second floor, with the librarian or instructor using a portable data/AV projector and the "students" using laptops and wireless technology. Classes would range from very basic use of the mouse, to more advanced use of the library's electronic information databases and Internet, e-mail and business applications. The unemployed and the underemployed in the area will need classes. As many residents do not have home computers, they do not have the equipment to develop computer skills needed in the current job market.

Infrastructure
During 2004-2005 Oakland Public Library will either do a massive upgrade to its Dynix system or purchase a new automation system. In either case it will be a robust system that supports expanded public services, including self service check out, RFID check out and return/re-sensitizing, placing reserves and renewing materials on-line, and simultaneous searching of the catalog, Internet and subscription databases. It is not clear at this point whether there will be a fiber or T-1 hookup at the library. The City has an initiative to provide fiber to all City buildings. If that is successful the library will have the most expandable technology. Category 5E cabling or better will be provided within the library.

A Main Communications Room (MCR) will be the termination point of all electronic equipment on the first floor; a Communications Closet on the second floor will connect to the MCR. The MCR will house a network router, four switches, a patch panel and rack for the library's network, and the equipment for the telephone and paging system (City), intrusion alarm system (City), the Libramation system for inventory security and control, access control system (Locnetics key/keypad system), and fire alarm system.

SPACE NEEDS

Wireless technology
Wireless technology will enhance public service. In the meeting rooms on the second floor, wireless networkingwill allow the classroom to be used for computer instruction for adults, using laptops. With the new service model for reference, staff will use wireless phones and tablets or hand-held devices in the stacks with patrons, no longer tied to a reference desk.

The residents of this relatively poor area do not have their own computers or laptops, but the infrastructure for both wireless and hard connection use of personal devices will be provided in most areas where there is seating.

The conversion factor for technology equipment is determined based upon the surface upon which it is housed—the size of the desk or counter. If the surface is counted in another section of this document (workstation, for example) the space allocation will indicate NA. Computers listed below include peripherals as well—monitor and keyboard.

TECHNOLOGY EQUIPMENT AND CONVERSION FACTORS

Space	Computers With Peripherals	Printers	Print Managers	Other	Conversion Factor- SF	Assignable SF by Space
PUBLIC						
Marketplace						
Self Check				2 Self Check	NA	
Café	2	1			NA	
Adult Fiction	1 dumb terminal				End panel counter @ 20	20
Adult Non-Fiction	12 1 dumb terminal	1	1		12 carrels @45 End panel counter @ 20 Counter @30	570
Teen Area	4	1	1		2 counters @ 65 1 counter @ 30	160
Children's Area	8 1 dumb terminal	1	1		8 carrels @ 45 1 counter @ 20 1 counter @ 30	410
Student Entrance			.	2 Self Check	Non-Assignable Space	
Study/Tutoring Room	1	1			NA	
Computer Lab	32	3	3	2 iMacs- media post production	28 carrels @ 30 2 carrels @ 45 3 counters @ 30 2 counters @ 35	1020
Community Room Storage				15 laptops	Laptop Cart @ 30	30
SUBTOTAL	62	8	6			2,210
STAFF						
Reference Stations				3 laptops	Mobile stations @ 50	150
Branch Mgr's Office	1	1			NA	
Teen Office	1	1			NA	
Children's Office-1st Floor	1	1			NA	
Workroom	3	2	1	fax	Counter @ 55	55
Service Desk (circ.)	2	1			NA	
Sorting/Delivery	1	1			NA	
Children's Office –2nd	1	1			NA	
First Floor Storage				Portable AV/Data projector	Cart @ 15	15
First Floor Storage				15 laptops	NA	
Telecommunications				1 server 4 switches		
SUBTOTAL	10	8	1		NA	220

D.   Staff Offices, Workrooms & Workstations

The proposed staffing for the 81st Avenue Branch is shown below, divided into staffing for general operations and additional staff for the joint venture with OUSD. With the large number of children and teens in the area, both a Children's Librarian and a Teen Librarian will be needed. This joint venture staffing may be augmented in the future by part-time Library Media Technicians or Computer Aides from the District to provide additional assistance to teachers during hours the library is not open to the public. That staffing is not included below. Staffing is charted as full-time equivalents (FTE). While a staffing standard for Community Branches has not yet emerged from the draft Master Plan, the proposed operations staff is generally consistent with the other large branches, Dimond and Rockridge.

PROPOSED STAFFING	
POSITION	**FTE**
General Operations	
Branch Manager	1
Children's Librarian	1
Teen Librarian	1
Library Assistant	3
Library Aide	2
Additional Staff for Joint Venture	
Children's Librarian	1
Library Assistant (Homework Program)	1
Aide (Homework Program)	1
TOTAL	11

New Models for Public Service
Because of the two-floor configuration and the desire for staff to be as accessible as possible to patrons, a new model for customer service was developed for this branch. It includes a number of non-traditional elements.

In the public space of the library there will be three mobile reference podiums equipped with wireless computers, one each for the Children's, Teen and Adult areas. Also within each area will be a "work retreat", a small office with good visibility of the activity in the public space. The office in the adult area will be the Branch Manager's Office. The two Children's Librarians will share the one retreat in the area. Librarians may work in these offices and still be available to assist the public, moving to the mobile reference stations when the use of the library is at its peak. Staff will use wireless phones while working at the mobile reference stations.

With the offices on the first floor, the second floor workroom will include a set of workstations for the para-professional and clerical staff. Full-time staff will have a workstation; part-time will share a workstation. There will also be a small room for any staff tasks requiring high levels of concentration, confidentiality or sound isolation (practicing storytelling, for example). There will be an additional office for the two Children's Librarians to share.

The staff associated with the PASS homework program will share a desk in the Multi-Purpose Room during hours the service is provided. For the most part, they will be working with the students at tables rather than sitting at the shared desk.

Streamlined Operations
Part of the system for streamlining operations centers around the efficient circulation and return of materials. The Service Desk will be near the entrance, where staff will handle the more complex transactions. Most circulation is expected to be accomplished independently by patrons through self-check machines located near both the general public entrance and an entrance from the school campus.

Patrons will be encouraged to return their materials through return slots located just outside the public entrance to the library. Patrons will do a rough sort of their returns, which will drop into a sorting area with a staff workstation. Materials will be checked in and re-sensitized as they pass through the return slots through an RFID reader. In the Delivery & Sorting Room, the materials will be sorted onto trucks for re-shelving. There will be no "sorting shelves", reducing the number of times any item is handled by staff and increasing the speed in which items are returned to the shelf for patron use.

Space conversion factors are based upon the furnishings and equipment associated with each workstation. The desk in the Children's Multi-Purpose Room is included in the room's description in Special Purpose Spaces later in this chapter.

STAFF WORKSTATIONS			
Space	F & E	Conversion Factors	Workstation Assignable –SF by Space
Branch Manager's Office	Workstation	1 @ 85	143 SF
	Shelving	2 @ 12	
	Wastebasket	1 @ 4	
	Visitors chairs	2 @ 15	
Teen Office	Workstation	1 @ 75	118 SF
	Shelving	2 @ 12	
	Wastebasket	1 @ 4	
	Visitor's chair	1 @ 15	
Children's Office-First Floor	Workstation	1 @ 75	118 SF
	Shelving	2 @ 12	
	Wastebasket	1 @ 4	
	Visitor's chair	1 @ 15	
Mobile Reference Stations	Reference Station	3 @50	150 SF
Staff Workroom-General	Clerical workstations	3 @ 75	540 SF
	Clerical counter	2 @ 55	
	Coat & Hat Rack	1 @ 20	
	Book trucks	3 @ 10	
	Shelving	6 @ 12	
	Supply counter w/ Cabinets	1 @ 55	
	Wastebaskets	7 @ 4	
Service Desk	Circ. Counters	2 @ 80	188 SF
	Counter behind circ.	1 @ 55	
	Wastebaskets	2 @ 4	
	Book truck	2 @ 10	
Children's Office-2nd Floor	Workstation	1 @ 75	103 SF
	Shelving	2 @ 12	
	Wastebaskets	1 @ 4	
Children's Multi-Purpose Room	Desk	NA	NA
Computer Lab	Desk	1 @ 50	50 SF
Sorting/Delivery Room	Delivery counter	1 @ 55	250 SF
	Sorting counter	1 @ 50	
	Book truck	6 @ 10	
	Return bins	4 @ 20	
TOTAL			1,660 SF

E. Meeting Room Requirements

Meeting room space is an important component of the community need from the 81st Avenue Library. With the great emphasis on having both the schools and the library used as community resources, and the commitment to provide programs and programming for community members, there is a need for a variety of meeting spaces. While the schools will share a large Multi-Purpose Room, its use is limited by the fact that it serves as the cafeteria for much of the school day, and as the site for after-school programs, including homework assistance. It will be available evenings for library, school and community use.

The prime time for providing programs for parents, however, is during the day, when their children are in school. There is not space within the school facilities to hold classes at that time. The library's meeting rooms would be available for these needed programs, including ESL, parenting, basic literacy, job training, and satellite programs from the East Oakland Senior Center.

To accommodate the library's own programs, those provided by the District, and those sponsored jointly, there is a need for a variety of spaces, including a large Community Room and a classroom that can be used as one unit or split into two units each seating 30. The space allocation is based upon the furniture and equipment in each room.

The amount of Meeting Room space recommended by the draft Master Plan for Community Branches is 75-125. This project exceeds that recommendation, providing extra space in the form of a classroom because of the joint use by the library and school for programming.

The Community Room will be equipped with a built-in motorized projection screen and ceiling mounted projector for audiovisual and data presentations. It will support the use of wireless laptops for computer training classes. It will be equipped for videoconferencing, so that basic literacy classes delivered at the library's Second Start literacy program in West Oakland can be received in east Oakland by local community members.

The Community Room will have a small kitchenette for the preparation of light refreshments. It will include a sink and food preparation counter, full-sized refrigerator and microwave oven, as well as coffee maker and other small appliances.

A combined storage closet will be provided for the chairs and tables for all of the second floor meeting spaces.

The Classroom will also have a built-in motorized projection screen that can be used with a portable AV/Data projector for a variety of presentations.

MEETING ROOMS			
Space	F & E	Conversion Factors	Assignable SF
Community Room	Chairs Wastebaskets Counter	100 @ 12 2 @ 4 2 @ 55	1,318 SF
Meeting Room Storage	AV Cabinet Chair Dollies Table Dollies Laptop Cart	1 @ 15 8 @ 15 4 @ 15 1 @ 30	225 SF
Meeting Room Kitchenette	Refrigerator Preparation Counter Wastebasket	1 @ 20 1 @ 55 1 @ 4	64 SF
Classroom, Dividable	Chairs Counter	60 @ 12 2 @ 55	830 SF
Classroom, Dividable	Bench 3-person Gathering Space	2 @ 18 15 @ 12	216
TOTAL			2,653 SF

F.   Special Purpose Spaces

1.   Teachers' Resource Room

The District staff requested a space for housing their professional literature within the library. This space includes seating and shelving for teacher's materials and use. It should be located on the second floor of the library, to provide a refuge from the busy campus.

TEACHERS' RESOURCE ROOM		
F & E	Conversion Factor- SF	Space Allocation - SF
Lounge Chairs	2 @ 35	70
Shelving	3 @ 12	36
End Table	1 @ 12	12
Table Seating 4	1 @ 80	80
WASTEBASKET	1 @ 4	4
TOTAL		202 SF

2.   Children's Multi-Purpose Room

This space is primarily for use by children, responding to the need for a place for students for study, tutoring, assisted with homework assignments after school, or study for those living in crowded conditions at home. The Multi-Purpose Room will have furnishings on the scale of upper elementary school and will be used primarily by students. It will be the site for the national award-winning after school PASS Homework Assistance Program. It will also be equipped for multi-media and digital presentations and so can be used by classes for media viewing. It will have a desk as well as tables, with the desk for the PASS instructor. When not in use as a homework center, it provides flexible additional seating for youth.

MULTI – PURPOSE ROOM		
F & E	Conversion Factor-SF	Space Allocation-SF
Clerical Desk	1 @ 55	55
Table Seating 4	8 @ 90	720
Wastebasket	2 @ 4	8
Counter	1 @ 55	55
TOTAL		838 SF

3.   Group Study Rooms

There are two group study rooms, each with a table that can seat six. This meets the recommendation of the draft Master Plan that a Community Branch have group study space for 12-18. (The Children's Multi-Purpose Room can also be used for group study as well as independent study as part of the homework assistance program.) This seating responds to the needs of students working on projects together, ESL students who want to gather for conversation practice, and small group meetings. Each will also be equipped for a second purpose. One will have a counter with a computer and TV/VCR to be used by basic literacy tutor-student pairs. The other will be equipped for use by the disabled, with an adjustable workstation, sound-proofing for use with reading machines, and dimmable lighting. There is a high percentage of disabled adults in this area of the City. It is likely that they will use the library during the hours before school is out or dugin the early evening to avoid the rush of students, so the two uses of the room are compatible.

Example of Group Study Rooms

GROUP STUDY ROOMS		
F & E	Conversion Factor - SF	Space Allocation - SF
Study Room -Literacy		
Group Study Table	1 @ 155	155
Counter	1 @ 55	55
Total		210
Study Room-Disabled		
Technology Carrel	1 @ 45	45
Group Study Table	1 @ 150	155
Counter	1 @ 40	20
Wastebasket	1 @ 4	4
Total		239

4.   Storage

The provision of a variety of storage spaces will allow the library to remain uncluttered and tidy. There are three storage closets or rooms to be provided. One is associated with the Staff Workroom and will hold bulky supplies that cannot be contained in the storage cabinets within the workroom. The second is also on the second floor and is storage space associated with the meeting rooms. Its space allocation is included in the Meeting Rooms section above. The third is on the first floor and will hold supplies and equipment needed for use with the classes that visit, including a puppet theatre and reading enrichment program incentives.

STORAGE AREAS			
SPACE	F & E	Conversion Factor	Assignable SF
FIRST FLOOR	Puppet Theatre Shelving Puppet Tree TV Monitor AV Cart	1 @ 65 5 @12 1 @ 15 1 @ 20 1 @ 15	175 SF
Second Floor-Workroom	Shelving Floor Space for Storage	6 @ 12 40	112 SF
TOTAL			287 SF

5.   Copy Center

The Copy Center provides two photocopy machines for public use. There is no photocopy machine in the local service area for general public use, and students frequently need to photocopy materials from books for homework assignments and research projects. This will be a self service station and will include a preparation counter with lockable storage below for supplies. It will be close to the entrance for patron convenience, and near the Circulation Desk in case assistance is needed.

COPY CENTER		
F & E	Conversion Factor	Space Allocation - SF
Preparation Counter with Cabinets Below	30	30
B&W Copier	50	50
Color Copier	50	50
Recycling Bin	10	10
Wastebasket	4	4
TOTAL		159 SF

6.   Staff Lounge

This room is the area for staff to rest and eat during breaks. While primarily for library staff, it may be used from time to time by District administrative staff housed in the library. It should provide a quiet and relaxing environment for aff to rejuvenate when not on service desks.

STAFF LOUNGE		
F & E	Conversion Factor-SF	Space Allocation - SF
COUNTER WITH CABINETS ABOVE AND BELOW AND A SINK	1 @ 55 18 for the sink	73
Refrigerator	1 @ 20	20
Lockers, 2-high	9 @ 5	45
Café Tables with 4 Chairs	2 @ 65	130
Stovetop and Oven	1 @ 15	15
Recycling Bin	1 @ 15	15
Wastebasket	1 @ 4	4
TOTAL		302 SF

7.   Café

Located in the library Marketplace, the high activity center of the library, the Café, a variation of those in commercial bookstores, will have both tables and lounge chairs for visitors to the library to have a cup of coffee, a drink or light refreshment. This space will provide an inviting and comfortable environment for visitors to the library to have a drink or light refreshment. This was requested by parents of students in the ACORN Woodland School, who will use it to visit with neighbors and to relax while waiting for their children. It will have high-quality vending machines with coffee, drinks and snacks. The selection of snacks and drinks will be done jointly by the school and library staff to provide nutrition for the students who will be the primary users of the machines. Express terminals for quick use will be provided in the Café on counters.

Example of a Library (

CAFE		
F & E	Conversion Factor- SF	Space Allocation - SF
Benches 3-person	3 @ 18	54
Café Table	2 @ 60 1 @ 65	185
Technology Carrel	1 @ 45 1 @ 35	80
Coffee Counter	1 @ 60	60
Wastebasket	2 @ 4	8
TOTAL		387 SF

8.   Storytelling/Family Reading Area

This special area within the Preschool Area of the Children's Library has two primary uses. The plush bench seating will be used for preschool storytelling, a library service requested by parents and teachers to encourage early literacy and a love of reading. It will also be used as a comfortable place for parents and children to read together, another need in a community with a strong emphasis

on family. Although arranged for group storytelling, the cushions will have divisions, so that a number of family groups can use them comfortably at the same time.

STORYTELLING / FAMILY READING AREA		
F & E	Conversion Factor - SF	Space Allocation - SF
Benches (3-person)	10 @ 14	140 SF
Play Table 4-person	1 @ 55	55
Wastebasket	1 @ 4	4
TOTAL		199

Example of Informal Teen Seating

9.   Teen Informal Seating

Teens in the east Oakland area have few places to go or gather other than on the streets. They need a place to "hang out" with friends, use computers, read recreational materials and listen to music. The informal seating-carpeted steps of varying depths, provides a place for meeting, informal conversation and instruction in a teen-friendly manner. It is designed to entice teens into the library and engage them in activities.

TEEN INFORMAL SEATING		
F & E	**Conversion Factor - SF**	**Space Allocation - SF**
Step Seating for 12-15	**-**	**155 SF**

10.   Self Checks and Reserve Pick Up

One of the efficiencies associated with the circulation of materials to be introduced in this library is the self-check out of materials by patrons. With heavy use of the library by school students anticipated, self check machines will be at both the general public entrance and the student entrance from the school campus. At the general entrance there will also be shelving holding materials reserved by patrons for pick up without staff mediation. These efficiencies are introduced to free up staff to work with the more complex reference and circulation activities with patrons.
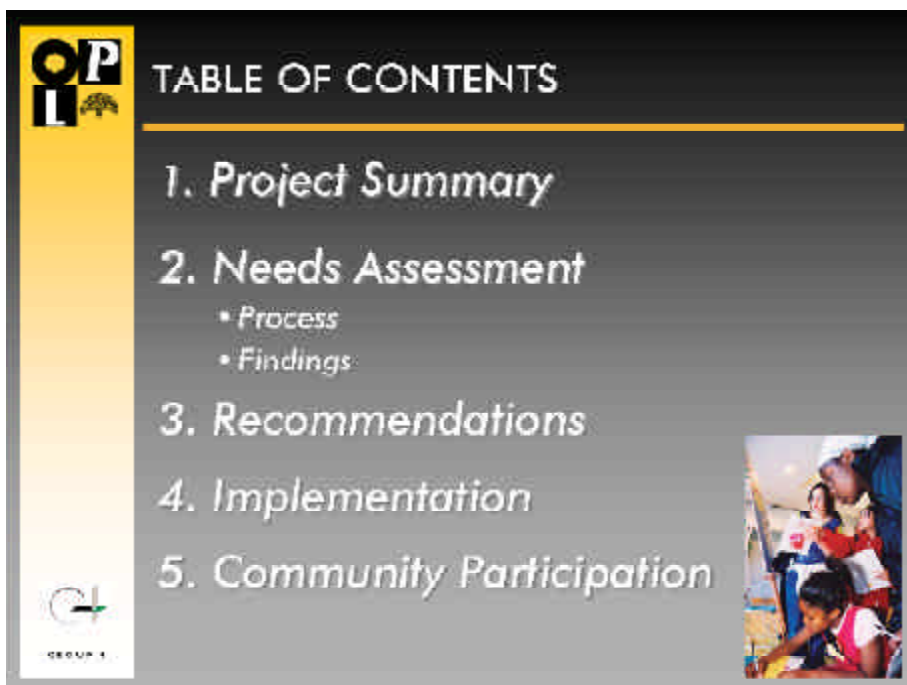
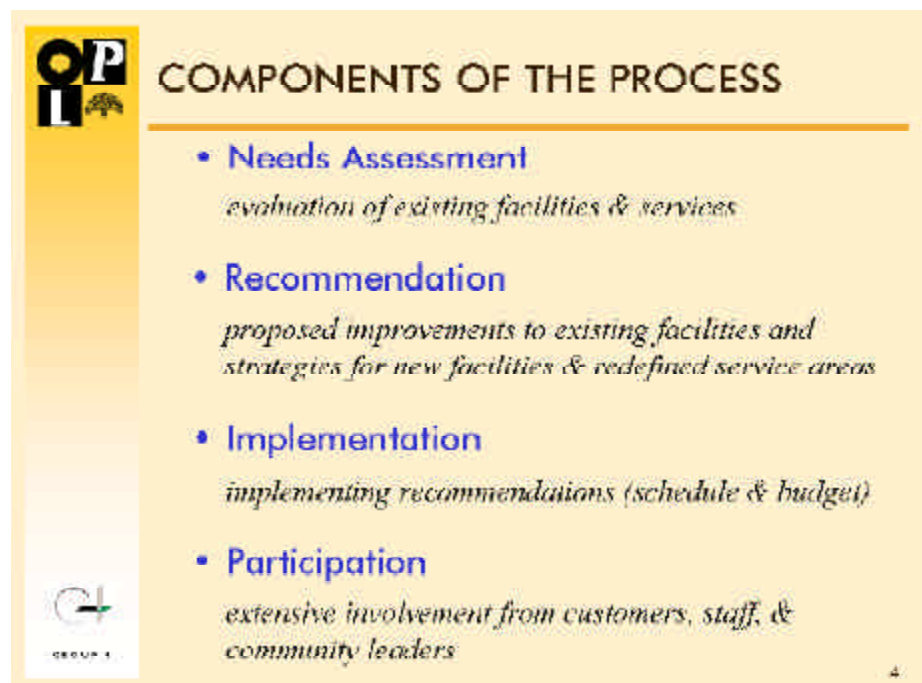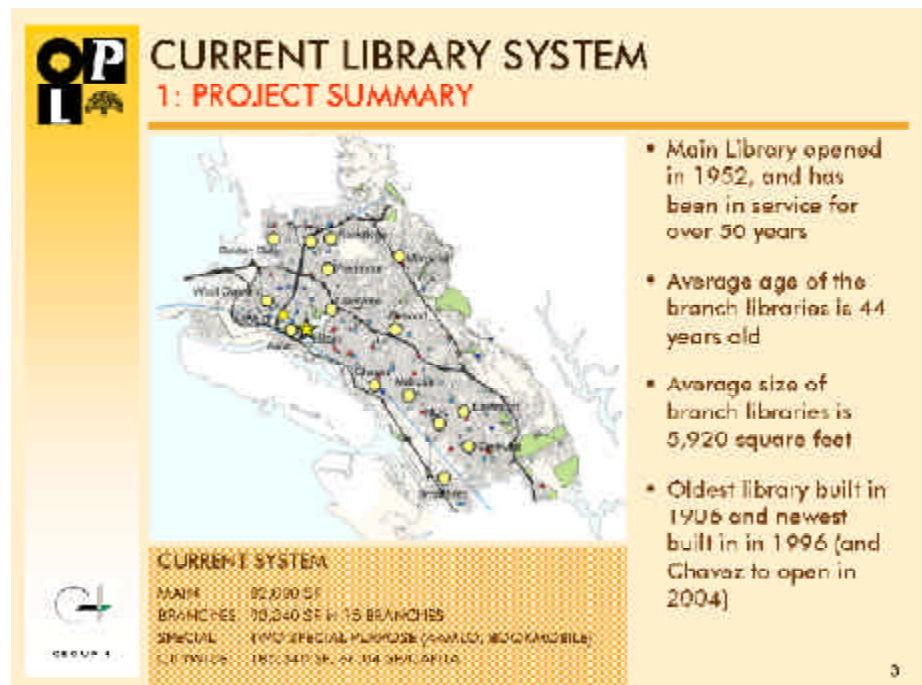| SELF CHECK AND RESERVE PICK UP STATIONS		
F & E	Conversion Factor - SF	Space Allocation - SF
Student Entrance		
Self Check Counter	2 @ 30	Non-Assignable Entrance Space
General Public Entrance		
Self Check Counter	2 @ 30	60
Shelving	2 @ 12	24
Total		84

11.   OUSD Multi-Purpose Space

This area within the library is the space that makes this a multi-purpose project. A total of 4,000 square feet of unimproved space will be included in the design of the library, with the improvements to be made by the OUSD for multi-purpose use. OUSD will contribute the cost of the construction of this space and part of the common space, such as the stairways and elevator.

G.   Non-Assignable Space

The non-assignable space includes utility areas required for the functioning of the building—mechanical, electrical, telecommunications and custodial rooms—as well as public lobbies, public and staff restrooms, interior corridors and circulation paths, stairwells and elevator shafts and equipment, duct shafts and wall thickness. With a two-story structure, space will be consumed by stairwells, and elevator and stacked telecommunications rooms. The non-assignable space is estimated to be 30% of the total space, or approximately 8,640 square feet of the 28,000 square foot facility. .

OAKLAND PUBLIC LIBRARY
MASTER FACILITIES PLAN

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APPENDIX A

APPENDIX A

SPACE NEEDS
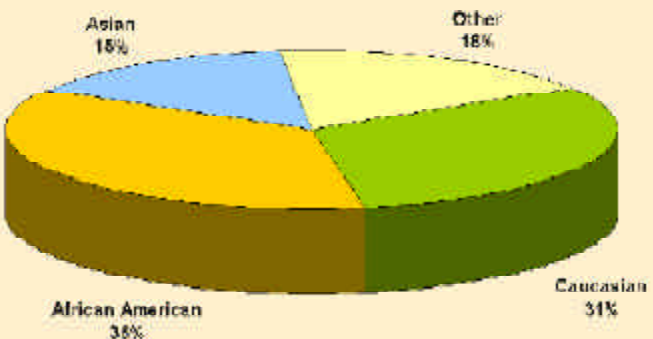
Electronic Collection
The Oakland Public Library provides many electronic resources through its website **www.oaklandlibrary.org**. These include information databases in the areas of medicine, general reference, biography, magazines and newspapers, business, and those most useful for children and teens. Resources that help with both job research and job training should be added for this community. The number of web-based reference resources available continues to increase, replacing many print sources and expanding the ability of patrons to do research from any library facility and from home or work computers. Easy access to these references will be provided via links from the Library's website.

Books and Audiovisual Materials
The profile and distribution of the collection is based upon the demographics of the area, recommendations received during the CLNA, and the use of materials in neighboring branches with similar demographics. The profile will be evaluated regularly in partnership with the District staff who are members of the Library Coordinating Committee (LCC) for the joint venture with OUSD.

The total collection will be 65,000 books and audiovisual materials, the standard collection size recommended in the draft Master Plan for a facility of this size. The collections will be primarily popular and demand materials, relying on the Main Library to provide more esoteric or infrequently needed titles.

There are some areas of emphasis:

Spanish Language Collection
While about 30% of the population speaks Spanish as a primary language and Spanish-language materials are needed, the collection will not be a full duplication of the English language collection. Rather it will be focused on the popular topics recommended during the CLNA—parenting, life skills, nutrition, health and fiction. It will be regularly updated, with new materials added while older ones are withdrawn, keeping the collection size relatively static.

The Spanish collection will comprise about 17% of the total collection. Until local residents become used to the library, all adult Spanish language materials will be shelved together and prominently displayed near the entrance to encourage their use.

It may be possible in the future to shelve the Spanish materials by media type adjacent to their English counterparts. This will also allow the proportion of English and Spanish materials to be adjusted, according to use. Interchangeable shelving will allow this adjustment. Specific collection needs include:

- Spanish Language materials for both children and adults to meet the needs of large percentage of residents who speak English less than very well
- Spanish language non-fiction so that Spanish-speaking parents can assist their children with research and homework

OAKLAND'S DIVERSITY

LANGUAGES SPOKEN IN OAKLAND

OPL serves not only Oakland residents with different language needs, but also residents in surrounding areas as well.
Further, over 25% of Oakland residents are immigrants to the United States, indicating a multi-cultural population.

OAKLAND'S DIVERSITY

DISTRIBUTION OF AGE FOR OAKLAND RESIDENTS

Oakland's large youth population is a major service group for OPL.
Youth ages 10-19 constitute 15% of Oakland's population